

# TECSCU CONNECTIONS

CREATING CONNECTIONS FOR THE FUTURE OF TEACHER EDUCATION

## WINTER 2010 CONFERENCE

February 19 • Hyatt Regency Atlanta

The TECSCU winter 2009 conference in conjunction with the AACTE conference will

email dated by February 8, will be honored. All refunds will be processed after the meeting.



TECSCU's conference focus this year is **preparing educators in challenging economic times**. The conference will provide participants with opportunities to interact and share ideas. A brief

conference program follows which may be changed to accommodate program participants and facilities management. A program is also available on the TECSCU homepage, <http://tecscu.org>, in the new postings area and will be updated as additional program information becomes available.

be on Friday, February 19, 2010, at the Hyatt Regency Atlanta, Atlanta, Georgia, in the Cairo room. Dr. Larry Daniel, TECSCU President Elect and Dean, College of Education and Human Services, University of North Florida, is planning the program.

The conference pre-registration fee is \$100 and the pre-registration deadline is Friday, February 5, 2010. A pre-registration form is provided in this newsletter and is available on the TECSCU home page, <http://tecscu.org>, in the new postings area. Only requests for refunds of the pre-registration fee postmarked or

### CONFERENCE PROGRAM

#### Friday, February 19, 2010

7:30 am	Registration begins
7:30 am-8:00 am	Continental Breakfast
8:00 am-8:30 am	TECSCU Business Meeting
8:30 am-12:00 noon	Conference Program

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### Savannah Fall Conference Update

#### Preparing Educators in Challenging Economic Times: Promises and Possibilities

was the theme for TECSCU's Fall 2009 conference held in Savannah, Georgia, October 11-13. Summaries of the keynote address and presentations are included in this newsletter. There were also many opportunities for participants to engage in lively conversation in a variety of small group meetings.



# KEYNOTE ADDRESS: THE CHALLENGES OF PREPARING TEACHERS

Brad Jupp • Senior Program Advisor • United States Department of Education

Tonight we will talk about two things: First, I will reprise the Department of Education's general policy direction and methods. Our direction understands the importance of standards, assessments and accountability in K-12 education. Second, I will explore with you some of the policy and practical implications of our direction for colleges of education. When we say we are counting on the nation's teachers, we are also saying we are counting on our teachers' colleges.

I am a twenty-five year veteran of the Denver Public Schools. For twenty of those years, I worked as a classroom teacher and volunteered as a union leader. In the last five years of that career, I worked for then Superintendent Michael Bennet as his Senior Academic Policy Advisor.

When I left Denver and came to the Department of Education this spring, I wanted to lend whatever effort I could to the general policy direction set by the President and the Secretary, and to do whatever I could from my experience working with teachers and principals in Denver. They set the right goals: college and career readiness. They believe it is time for the United States to again become a world leader in college success. For me as a former school teacher this new target was huge. Finally, after 16 years of talking about third grade reading rates, the Department is talking about something that captures all of what we set out to do in schools.

When congress passed the American Reinvestment and Recovery Act in February, the Department set off in pursuit of its goals. The ARRA did

two things. Through the state Fiscal Stabilization Fund, it gave states the means to ensure that the impact of the recession would be minimized in our schools. In addition, through the four assurances embedded into the stabilization fund, and through the competitive grant programs supported by the ARRA, we established four broad reform priorities:

- 1) Improving data systems to provide students, parents, teachers, principals and other key stakeholders with what they need to inform key educational decisions and an ethic of continuous improvement;
- 2) Developing and implementing internationally benchmarked standards and assessments;
- 3) Ensuring that our schools have the high quality teaching and leadership talent they need if they are to meet the high expectations of the upcoming century; and
- 4) Turning around the lowest performing schools in each state.

If states are to continue to receive stabilization funds, they must assure that they are progressing toward our policy priorities. We have come to call the priorities "assurances" because we are asking states to document progress toward them. The Secretary expresses our method to pursue the priorities in one of two ways: "More carrots and fewer sticks," and "Tight on goals, but loose on means." With our policy direction, we in the Department of Education place before our teachers the challenge of preparing the next generation of students for success in the 21<sup>st</sup> century. Just as before, we will only be able to do it with the support of the teachers and principals in our schools. The president campaigned saying that we must bring about this change by doing it with our teachers, not to our teachers.



# Serving Communities Effectively: An Innovative Partnership For Teacher Education

Effective teachers are the primary drivers of improved student outcomes. In 1996 the National Commission for Teaching and America's Future drew the important conclusion that "What teachers know and can do is the most important influence on what students learn." In the same year,

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National Commission  
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America's Future

William Sanders and June Rivers analyzed student performance data from the Tennessee Value Added Assessment system and concluded "As teacher effectiveness increases, lower achieving students are the first to benefit. The top quintile of teachers facilitate appropriate to excellent gains for students of all achievement levels."

There is steady demand for new teachers: The United States is projected to hire about 1.7 million new teachers in all public schools between now and 2017. In 2017, it is

projected that about 51% of all teachers in public schools will have been hired after 2009. Collectively, you are the stewards of the nation's future faculty, and as such, I want to challenge you to think about the care your organization puts into preparing teachers to meet the needs of the ambitious reforms we are embracing as a country. What can be done to improve our work in all six segments?

- 1) **Recruit** aggressively from high potential candidates;
- 2) **Select** only candidates who are likely to succeed;
- 3) **Prepare** selected candidates through a rigorous process that includes a heavy emphasis on practical experience;
- 4) **Source** high-performing program completers directly to employers based on needs;
- 5) **Obligate** high performing program completers to work for 2 to 5 years; and
- 6) **Evaluate** teachers and preparation programs for effectiveness, including student performance, to ensure continuous improvement.

There is a theme implicit in the questions I have asked in each of the six segments. What can we do as we prepare the next generation of teachers to be less passive, more active in our pursuit of the nation's broad educational goals? So, the final question I will ask to frame this conversation may be the most important: What is it that you can do to build effective partnerships to accomplish what you may not be able to alone?

## **Chris Craig**

Director, School of Education and Child Development  
Drury University

## **W. Roy Roworth**

Coordinator, Missouri State University Literacy Center

## **David Brown**

Associate Dean, College of Education  
Missouri State University

The Teacher Education Alliance is a collaborative project of the Springfield Missouri Public School district and four local teacher preparation programs. The institutions of higher education in the Alliance with teacher preparation programs are Missouri State University, Drury University, Evangel University and Baptist Bible College. The Alliance was designed to address the learning needs of children in the Springfield Public Schools.

The universities in the Alliance are very different. **Missouri State University** has 21,688 students on a main campus plus three branch campuses. It has 41 teacher certification programs and about 470 program completers a year. **Drury University** is a private, independent collegiate University with about 79 program completers a year. **Evangel University** is a private, liberal arts Christian University with 1,850 students who represent 49 states and 20 countries. It has 23 teacher certification programs and about 68 program completers a year. **Baptist Bible College** is a private, faith-based college with two teacher preparation programs and about 18 program completers a year.

The Alliance has contributed to the improved academic performance of students in the Springfield Public Schools and has made a difference in the preparation of first year teachers.



## President Elect Candidates

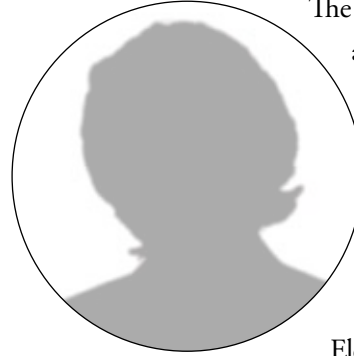
**Bradley Balch**  
Dean, College of Education  
Indiana State University



Bradley Balch is Dean of the College of Education at Indiana State University. He has served as acting associate dean, associate professor, and chairperson of the Department of Educational Leadership, Administration, and Foundations at Indiana State University. His research focuses upon education leadership and educational

administration and governance. He co-authored *Transformation Leadership and Decision-making in Schools* (2005) and *Preparing a Professional Portfolio: A School Administrator's Guide* (2006). He was instrumental in developing other widely recognized publications for educators and administrator including *A Promise for Indiana's School Leaders*, *Continuing Education for Building and District Administrator's License Renewal: Professional Growth Plan for Building and Administrator's Development Reporting* (2002), and *A guide to the Beginning Administrator Assessment Program* (2003). He has served public schools as a teacher of mathematics, assistant principal, principal, superintendent, and as president of a public school board. He is a strong advocate of teacher recruitment, retention, and professional development and a crusader for administrator preparation and evaluation. Dr. Balch serves as the Region III representative on the TECSCU Executive Committee.

## Write In Candidate



The second President Elect candidate approved at the fall 2009 business meeting in Savannah is unable to continue as a candidate. Given the timing of the change, the Executive Committee has decided to conduct the election with only one candidate for President Elect while providing the membership with the opportunity to write in the name of another candidate. The TECSCU institutional representative at each member institution will receive a ballot in the near future and space will be provided on the ballot to write in the name of a candidate.

## Election Instructions

The TECSCU Nomination Committee, chaired by Past-President Susan Meyers, Dean Emerita, Lurie College of Education, San Jose State University, presents the candidates for consideration by the membership. Each TECSCU institutional Representative will be eligible to vote for President-Elect. Only Institutional Representatives from

Region III will vote for a Region III candidate and only Institutional Representatives from Region V will vote for a Region V candidate. Results of the election will be announced during the TECSCU Winter 2010 conference in Atlanta, Georgia, February 19.

## Region III Candidates



**Bradley Balch**  
Dean, College of Education  
Indiana State University

Bradley Balch is Dean of the College of Education at Indiana State University. He has served as acting associate dean, associate professor, and chairperson of the Department of Educational Leadership, Administration, and Foundations at Indiana State University. His research focuses upon education leadership and educational administration and governance. He co-authored *Transformation Leadership and Decision-making in Schools* (2005) and *Preparing a Professional Portfolio: A School Administrator's Guide* (2006). He was instrumental in developing other widely recognized publications for educators and administrator including *A Promise for Indiana's School Leaders*,

*Continuing Education for Building and District Administrator's License Renewal: Professional Growth Plan for Building and Administrator's Development Reporting* (2002), and *A guide to the Beginning Administrator Assessment Program* (2003). He has served public schools as a teacher of mathematics, assistant principal, principal, superintendent, and as president of a public school board. He is a strong advocate of teacher recruitment, retention, and professional development and a crusader for administrator preparation and evaluation. Dr. Balch serves as the Region III representative on the TECSCU Executive Committee, a position to which he was appointed.



**Darrell Garber**  
Dean, College of Education  
Kutztown University of Penn.

Darrell Garber is the Dean of the College of Education at Kutztown University of Pennsylvania. Prior to coming to Kutztown, he was the Dean of the College of Education at Tennessee Technological University from 2000 until 2007. Prior to assuming the deanship, he served as Associate Dean and Chair of the School of Education at Northern Kentucky University in the greater Cincinnati area. He moved to Northern Kentucky from Columbia College in South Carolina where he served as faculty and Director of the South Carolina Collaborative on Education. He has also served as faculty at Northwestern State University in Louisiana and Louisiana Tech University. He has published

many articles and presented at numerous conferences on the topics of school finance, school leadership and accreditation. Dean Garber maintains a close relationship with students having taught graduate courses on linguistics, reading research, school law, and school finance and directed dissertations in literacy. He served as Supervisor of Language Arts for New Orleans Public schools and a high school English teacher in South Carolina. Dr. Garber has served as a member of the Board of Examiners for the National Council for the Accreditation of Teacher Education (NCATE) and has served on, and chaired, accreditation teams in various states.

## From the TECSCU Archives

*Excerpt from A Statement of Need for AASCUED (American Association of State Colleges and Universities Education Deans later changed to Teacher Education Council of State Colleges and Universities).*

Perhaps more than ever before in the history of teacher education in this country, the forces impinging upon teacher education, the forces confronting it, and the consequences of decisions which

will be made about it the next few years on the local, state, and national level are of profound significance. Here are two of the several significant issues presently confronting teacher education.

One issue is accreditation. Who should be responsible for it, how should it be conducted, what does it (what should it) mean in terms of how teachers should be prepared and by whom? Should NCATE accreditation be required as a condition for state licensure? What components of the total profession should

continued on page 6

## Region V Candidates



**Genevieve Brown**  
Dean, College of Education  
Sam Houston State University

Genevieve Brown is Professor and Dean of the College of Education at Sam Houston State University, Huntsville, Texas. She has extensive experience as an administrator in public schools, including 10 years as assistant superintendent. Her research, writing, and presentations have focused on administrator preparation and evaluation, administration portfolio development, leadership theory, and women's leadership. Coauthor and coeditor of numerous articles and books on leadership, she is the co-developer of The Synergistic Leadership Theory, the first leadership theory

particularly inclusive of women's voices and reflective of women's experiences. Additionally, she is cofounder and coeditor of *Advancing Women in Leadership Journal*, the first international, on-line refereed journal for professional women.

At the 2005 annual conference of the American Educational Research Association, Dr. Brown, along with her colleague Dr. Beverly J. Irby, was named recipient of the Willystine Goodsell Award for distinguished scholarship in the field of gender equity.



**John Jones**  
Dean, College of Education  
Univ. of Arkansas-Fort Smith

John Jones is Professor and Dean of the College of Education at the University of Arkansas-Fort Smith. He has extensive experience as a public school teacher and principal and has served as a university vice-president. His research agenda is focused on assisting building principals in becoming instructional leaders. Clinical supervision, student learning as it relates to the effectiveness of the principal as instructional leader, teacher effectiveness as it relates to eighth grade students understanding of math, and teacher's perceptions

of principals are topics in current publications.

Leadership training has been provided for private companies and schools in Arkansas and Oklahoma. He has been a consultant with the Arkansas Department of Education to help a university align its educational leadership program with NCATE/ELCC standards. He has also served on the NCATE Board of Examiners and national reviewer for ELCC. His teaching interest is focused on educational leadership.

### From the TECSCU Archives on Page 5

be involved, and how should they be involved? What forms of accreditation governance are best at the state, regional, and national level?

A second issue, relatively new for the deans, is the concept of teacher centers, presently being planned by congress. Should LEA's be assigned responsibility for in-service education, for post-baccalaureate preparation? Should LEA's be assigned responsibility for the initial preparation of teachers, a dimension of the teacher center concept as presently interpreted by some professional groups? What should be the role of SCDE's in teacher education, pre-service and in-service, if increasing responsibility for these functions is assigned to LEA's?

It is our belief that at present no viable mechanism exists for deans, directors, and department chairpersons of education to: (1) remain well informed about problems, issues, developments, and plans regarding teacher education; (2) have adequate opportunities to influence decisions and developments, to express their concerns and judgments about needed changes; and (3) contribute to the development of a well planned, coordinated approach to the continuous improvement of teacher education in this country.

There is a real need for deans, directors, and department chairpersons in AASCU institutions to form a ... organization.

# Moving Toward A Unified Teacher Education Accreditation System: An Update By The Leaders of NCATE and TEAC

## James G. Cibulka

President  
National Council for Accreditation of Teacher Education

## Mark LaCelle-Peterson

Vice President  
Teacher Education Accreditation Council

Two national accreditors, NCATE and TEAC, serve U.S. education. Unfortunately, having two national accreditors has created some confusion among policy makers and a perception of disarray in the field. In response, the NCATE and TEAC boards created a joint Design Team with the goal of creating a system of national educator-preparation accreditation that is unified in its goals and voice while offering the nation's schools of education a genuine choice between the evolving NCATE and TEAC systems of accreditation. We have received positive feedback on this effort.

Nonetheless, teacher education accreditation continues to face challenges: teacher education lacks credibility in the eyes of some and is often poorly understood; accreditation is likewise poorly understood and its value frequently questioned.

We feel that both teacher education and accreditation will be well-served by maintaining accreditation as a peer-controlled, peer-review process that recognizes and highlights excellence

in educator preparation. Our hope is that framing accreditation as disciplined inquiry and as a lever for reform will enhance credibility and promote the profession of teaching.

The joint NCATE/TEAC Design Team, established in 2008 by the NCATE and TEAC Boards, consists of 14 members, half from each organization. In six meetings to date, the Design Team tasks are to:

- develop an accreditation framework with options,
- create common accreditation designations and terms,
- propose a common fee structure,
- explore common state/SPA policy frameworks,
- explore governance and finance options, and
- undertake joint meetings and activities.

Specific action recommendations will be forwarded to the Boards in 2010. The anticipated next step is to establish an organizational entity, tentatively CAPE (Council for the Accreditation of Programs in Education), that will offer institutions a choice among accreditation options that are comparable in rigor and status. The evolving system will eventuate in fewer, clearer, and higher standards for teacher education and in the continued refinement of accreditation processes that are inquiry-based,

data-driven, improvement-focused, and useful because they generate empirical findings of local and general interest. The Design Team continues to work optimistically towards providing quality assurance and support for program improvement to all institutions that prepare our nation's educators. We look forward to working closely with TECSCU institutions in this process.



# 2010 WINTER CONFERENCE

February 19, 2010 • Hyatt Regency Atlanta

## PRE-REGISTRATION FORM

Name

Title

Institution

Address

City/State/Zip

Email

## LODGING

Hyatt Regency Atlanta Phone: 404-577-1234  
Hilton Atlanta Phone: 404-659-2000

## PAYMENT

Pre-registration deadline: February 5, 2010  
Pre-registration fee: \$100  
On-site registration: \$115

Make checks payable to TECSCU and send to:

Dr. Bennett F. Berhow Tel: 717-871-9608  
TECSCU Treasurer Fax: 717-871-9346  
1713 St. Philips Dr.  
Lancaster, PA 17603

**Only written requests for refunds, postmarked or email dated by February 8, 2010, will be honored.** All refunds will be processed after the meeting.

## EXECUTIVE COMMITTEE

President (2009-2010)  
**Cathy Barlow**  
Interim Provost  
Univ. of North Carolina at Wilmington

President-Elect (2009-2010)  
**Larry G. Daniel**  
Dean, College of Education & Human Services  
University of North Florida

Past President (2009-2010)  
**Susan Meyers**  
Dean Emeritus, Lurie College of Education  
San Jose State University

AACTE Board Rep. (2007-2010)  
**Angela Maynard Sewall**  
Dean, College of Education  
University of Arkansas at Little Rock

AACTE Board Rep. (2009-2012)  
**Mary Gendernalik-Cooper**  
Dean, School of Education  
Sonoma State University

Executive Secretary/Treasurer (Ex-Officio)  
**Bennett F. Berhow**

## REGIONAL REPRESENTATIVES

Region I (2008-2011)  
**Carol Sharp**  
Dean, College of Education  
Rowan University

Region II (2009-2011)  
**Vivian Fueyo**  
Dean, College of Education & Human Services  
University of Southern Florida St. Petersburg

Region III (2007-2010)  
**Brad Balch**  
Dean, College of Education  
Indiana State University

Region IV (2009-2012)  
**Michael Miller**  
Dean, College of Education  
Minnesota State University, Mankato

Region V (2007-2010)  
**Jeanne Gerlach**  
Dean, College of Education  
The University of Texas-Arlington

Region VI (2009-2012)  
**Patricia Manzanares-Gonzales**  
Dean, School of Education  
Western New Mexico University

**We encourage members to inquire about serving on the Executive Committee and other aspects of TECSCU. If interested, please contact President Cathy Barlow at 910.962.3389 or barlowc@uncw.edu.**

## TECSCU CONNECTIONS

The TECSCU Newsletter is published periodically by the Teacher Education Council of State Colleges and Universities, a professional organization of teacher educators.

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**Bennett F. Berhow, Ph.D.**  
Executive Secretary

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